DOCUMENT RESUME

ED 276 699 SP 028 286

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TITLE Linking Staff Development and Evaluation.
PUB DATE Nov 86
NOTE 51p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Evaluation Utilization; *Faculty Development; *Instructional Improvement; *Integrated Activities; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement

ABSTRACT

Two of the most important functions that take place in school districts are staff development and staff evaluation. The relationship between these two functions, however, is more than two separate entities with some common administrative activities. Although it is conceivable that one of these functions is driven or motivated by the other, a better relationship is that the two functions are linked through the goal that both should increase the effectiveness of instruction. Whenever staff development activity occurs, there should be observations and generalizations made about the potential of staff development activities to improve instruction. Both subjective and objective measurement and information should be used to strengthen the goals of staff development and staff evaluation--the link between these two functions determines the strength between teaching and learning, the essence of the instructional program. (CB)

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LINKING STAFF DEVELOPMENT AND EVALUATION

by

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Paper Presented at

Eleventh Annual National Conference

November 21-25, 1986
Nashville, Tennessee

National Council of States on
Inservice Education

SP 028 286

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LINKING STAFF DEVELOPMENT AND EVALUATION

Introduction

Anyone who has been in education for twenty or more years will recognize there is a cycle of high interest and low interest in education. There are seldom times when even the most casual citizen cannot discuss some controversial issue in the schools. In other words, education certainly belongs to the citizenry. In the words "public schools" is truly imbedded the thought that the schools belong to the public.

This is not the cyclical nature of interest, though. What is referred to is the tremendous difference in awareness and concern between two periods of time. One is when a typical citizen in the street is only vaguely aware of more than anything beyond when the next high school extra-curricular contest is being held--whether it be athletic, speech, drama, or science fair. The other time is characterized by regular television news casts featuring the country's schools in general. During the latter time, TV specials and special articles in newspapers and magazines about education frequent the media. At these times, schools become not only small talk in barbershops and social events, but the education community is inundated with numerous scholarly reports making claims to either providing the right answers or asking the right questions.

The high point of the interest cycle is indisputably present in the eighties. Beginning with the National Commission on Excellence in Education in 1981 and their report, A Nation at Risk (1983), we have seen precipitous series of subsequent reports swelling to tumultuous proportions just three years later. One report states, "...that our future success as a nation--our national defense, our social stability

and well-being and our national prosperity--will depend on our ability to improve education and training for millions of individual citizens." [Action for Excellence, (1983), p. 14.]

This is a tremendous task indeed! Our future success as a nation depends upon the excellence in our public schools!

Also, in Time for Results, (1986, p. 3), we read,

"School districts and schools who do not make the grade should be declared bankrupt, taken over by the state and reorganized."

The numerous criticisms and suggestions from so many distinguished groups and well-meaning individuals could be baffling to the ordinary person. However, those who are in education must be either to naive to recognize the load which is being thrust upon them or they have learned through experience that the best way to eat an elephant is by starting with a single bite.

This paper begins with a single bite--one for which the contention is made will be rewarding both by its size and by its effect. As a school administrator, it makes sense to work on something which is manageable and which is likely to yield results. It is difficult for an administrator in a rural school district to have a more than a miniscule effect on a task such as re-structuring teacher education proposed by the Holmes Group (Murray, 1986). It seems more reasonable to begin with the teachers already in the system and then work cooperatively with those professionals to make the best education possible for students in the schools.

Staff Development and Staff Evaluation

There are two functions in the real school setting which play a vital part to the delivery of quality instruction for which the many

state of education reports want to hold schools accountable. They are staff development and staff evaluation.

The definitions for these two terms used in this paper will be as follows:

Staff development: Any training activity that attempts to help teachers improve teaching skills. The term will be used synonomously with staff inservice. (Sparks, 1983, p. 72).

Staff evaluation: Any staff assessment procedure which has the dual purpose of improving instruction and reading administrative decisions concerning recontracting. (Taken from the philosophy statement in the Lincoln County School District No. 2 evaluation manual, SET, 1986.)

Each have been the subject of numerous special studies by themselves and their importance of their function has been emphatic. Sparks (1983) identifies a bibliography of forty-six written treatises in an attempt to synthesize the research on staff development for effective teaching. According to Sparks (p. 65), "Staff development offers one of the most promising roads to the improvement of instruction."

With more emphasis toward the development of people, Burrello and Orbaugh (1982, p. 385), wrote, "...inservice education is an absolute necessity if schools are to develop their most important resource, their people."

The function of staff evaluation is equally as important as staff development although much more sensitive. McGreal (1983, p. vii), states that, "There seems little need to offer an extensive justification for the existence of teacher evaluation."

According to Wise, et al, (1984, p. 1), "A well-designed, properly functioning teacher evaluation process provides a major link between the

school system and teachers."

A considerable number of reform proposals suggest the need for an effective evaluation system. The concepts of master teacher, career ladders, merit pay, lead teacher, etc., imply there will be some method which can fairly deliniate levels or degrees of performance by teachers. If any of these concepts is to receive serious consideration by a school system, there must be a reliable method to evaluate teachers.

Having established the importance of staff development and staff evaluation as functions in the educational process, it is next significant to determine their relationship with each other.

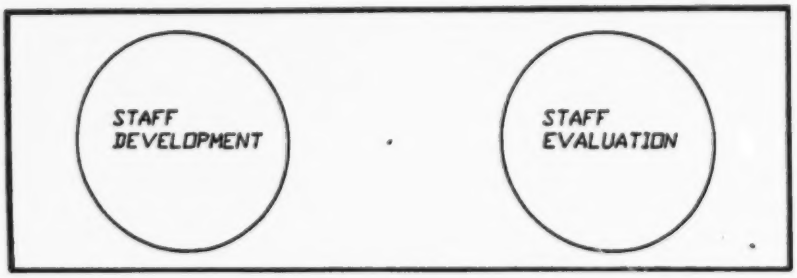

Figure 1

Staff Development
Independent of Evaluation

From an elementary point of view, these two functions can be viewed as two entities within a larger universe, similar to two circles in a Venn diagram. The universe is all activities or purposes assigned to the educational process.

Staff development and staff evaluation could be independent of each other in which case the intersection of the two circles is empty. There would be no educational activities or purposes common to the two functions.

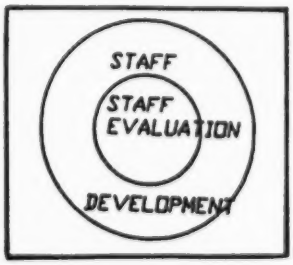

Figure 2

Staff Evaluation as Part
of Staff Development

A second relationship is that one or the other function is included in the remaining function. That is, for instance, staff devlopment includes staff evaluation in which case all activities regarding staff evaluation are part of a larger pool of activities making up staff development.

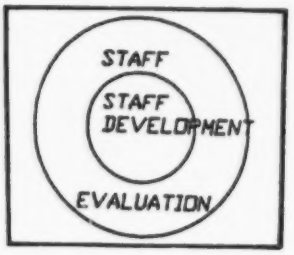

Figure 3

Staff Development as Part of Staff Evaluation

The third relationship is where staff development is contained within staff evaluation. Those activities of staff evaluation include any for staff development.

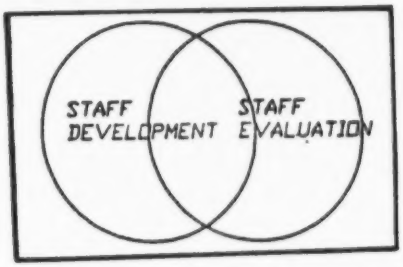

Figure 4

Some Common Activities

A fourth possibility is when staff development and staff evaluation are seen to have sommon activities or purposes as shown with two overlapping circles in the Venn diagram. It will be the attempt of this paper to show that this is the most desirable relationship of staff development and staff evaluation to have with each other.

Is it reasonable to view staff development and staff evaluation as having any or all of the relationships illustrated by the four Venn diagrams? At first glance, this may appear too simplified for such relationships to exist. However, to illustrate a point, an examination

of each possible relationship will be made.

Consider the first relationship where staff development and staff evaluation are considered independent of one another (Figure 1). This relationship may not be envisioned by a school district, but certain types of staff development would seem to fit. One example would be inviting a guest speaker who is reputed to be inspirational to serve as the school's staff development program. This approach may serve as motivation, but the effect on changing teaching is likely to be minimal (Sparks, 1983).

Sharmer (1982) writes a pastoral tale about inservice which, though humorous, captures the ultimate in describing an independent relationship between staff development and staff evaluation. The story is about the old Jersey heifer, Flossie, bred through artificial insemination which, it is conjectured, is an unpleasant, unrewarding experience for Flossie. A parallel is made between Flossie's experience and that of many "inservice" teacher training sessions where little or no regard for teacher suggestion or concurrence is permitted. Decisions made for others without their involvement may or may not "take".

In a similar way, staff evaluation may be conducted without regard for what is happening constructively for teaching. It may be routine based on a policy, something simply to get done or out of the way.

Staff evaluation for the main or only purpose of eliminating "bad apples", is certainly an example of staff development and staff evaluation being independent. This type of evaluation, sometimes referred to as summative evaluation, is understandably often rejected by teachers. It has little or no built-in relationship to improve teaching.

The second relationship is that where all staff development activities include those used for staff evaluation (Figure 2). Plans for inservice would include as a part of staff development some design for evaluating classroom instruction. Staff development would provide the direction or drive the staff evaluation program.

At first glance, this relationship would appear to be an impractical method to associate staff development and staff evaluation. It is not the usual operational model used by school districts. Critical reports on the status of education tend to point toward the need for staff evaluation with less emphasis on staff development.

This is not to say the education of teachers is not addressed. Adequate pre-service education and teacher education reform in general seems to be common in the various publication, challenging educational competence. For example, Nation at Risk, (p. 30), specifically mentioned that those "...preparing to teach should be required to meet high educational standards..." In regard to pre-service, the report states, "...teacher education programs should be judged by how well...graduates meet these criteria." Further, the report suggests there will be ways to "...distinguish among the beginning instructor, the experienced teachers, and the master teacher."

In A Nation Prepared (1986), a great deal of attention is given to the preparation of teachers and to the certification[1] of teachers. (See specifically pp. 63-77). In addition, the importance of identifying

[1]Certification, as used by the Carnegie Forum means the process through examination or assessment by which members of the profession acquire status in the profession rather than the more common present interpretation in education where certification refers to the standard required by the state prior to approved practice.

exceptional and encouraging high productivity is an often appearing theme through much of the report. Coincident with these is the corollary that teachers should be motivated to achieve these attributes through monetary incentives and recognition programs. This implies evaluation techniques are needed to make much identification possible.

The point is that staff development activities are not generally perceived to guide staff evaluation. In practice, it is much more likely that staff evaluation guides or drives staff development. This is the third relationship illustrated by the Venn diagram possibilities (Figure 3).

The relationship suggested by considering that staff development be nested within staff evaluation implies that the latter drives or motivates the former. In other words, given an acceptable form of staff evaluation, decisions can be made relative to staff development. The "catchy" part of this statement may be the word "acceptable." Staff evaluation is generally proposed and imposed on teaching whether the process by which it is accomplished is acceptable or not. This suggests the extreme importance of determining an acceptable form of staff evaluation.

The notion that staff evaluation should drive staff development is very common and clearly identified. "Teacher evaluation may serve four basic purposes: individual staff development, school improvement, individual personnel decisions, and school status decisions." (Wise, et al, 1984, p. v). Other authors writing about staff evaluation make similar statements. (McGreal, 1983, p. vii; Hilliard, 1984, p. 115; Goldhamner, et al, 1980, p. 5; and Manatt, 1977, p. 12).

The Carnegie Forum on Education and the Economy is less direct in referring to staff evaluation but uses the term assessment more commonly. Nevertheless, considerable delineation of staff is presupposed by reference

to terms such as lead teachers, standards of excellence in teaching, accountability, and school leadership.

The very definition of staff development implies measurement of a type to ascertain the change or effect of any inservice or teacher training program. The definition identifies "any training activity that attempts to help teachers improve teaching skill." To capture a quality such as "improve" means some preassessment establishing a base and some post-assessment to establish progress is needed. Obviously, the teacher evaluation program must encompass the activities related to staff development.

At this point, it would be tempting to argue that the previous relationship where staff development is driven by staff evaluation is the most reasonable way to view these two educational functions.

There is the relationship where the activities relating to staff development and staff evaluation overlap each other in the Venn diagram (Figure 4).

At times, staff development may motivate staff evaluation and at other times, the reverse may occur. When assessment of the teaching going on in the classroom takes place, activities designed to strengthen that teaching can be carried out. Following the staff development activities, further assessment would occur to determine the effect of the staff development.

With a different thrust, a staff development program could be implemented with a preconceived notion as to a particular practice or skill desired. Skills such as teaching style, time on task, reinforcement behavior, classroom discipline, learning outcomes could be the focus of activities in a staff development program. Following the inservice, an evaluation to determine how close teachers were to the proposed practice

would be effected. Depending on the acceptable degree of diversity found in the evaluation subsequent repeats of teacher inservice on a given practice would take place or another would be initiated.

Linking Staff Development and Evaluation

Now, rather than being concerned with the relationship between staff development and staff evaluation as they pertain to motivation of each other, consider a variation, that of a linking relationship. This proposed relationship not only ties these two important educational functions together, but it invites a linking between the entire instructional program which is quite simply: teachers teaching and students learning. Rather than a Venn diagram showing staff development and staff evaluation as overlapping circles, a dual link between teaching on one side and learning on the other side is given a connection representing instruction. It is the delivery of instruction which is at the heart of all educational activities or functions.

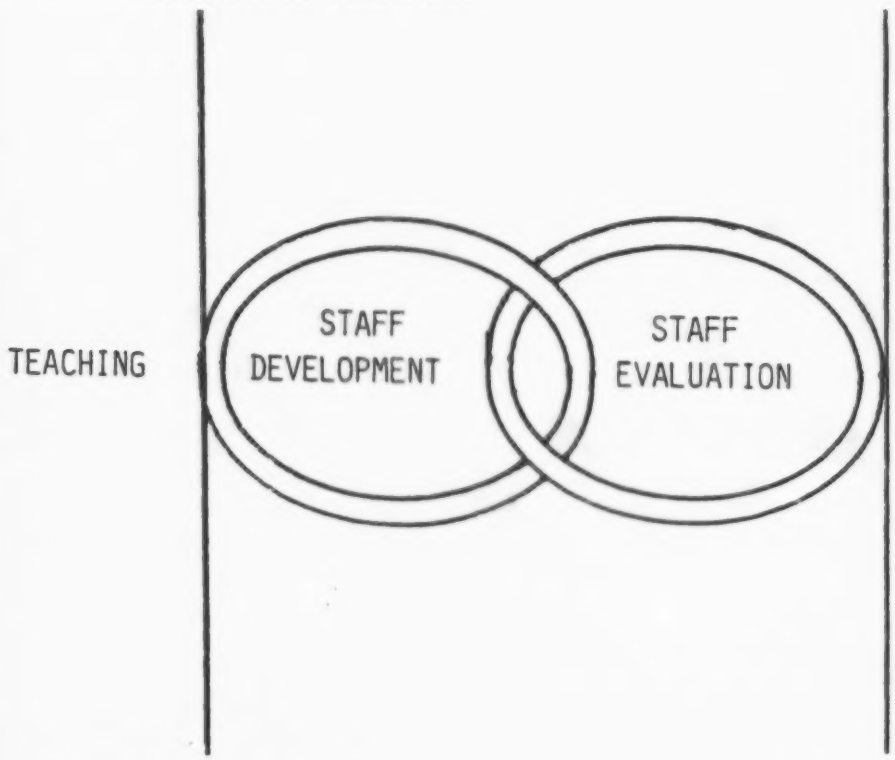

Figure 5

Linking Staff Development With Staff Evaluation

It cannot be emphasized too much that activities or programs for both must eventually base their measurement of success on the change toward improvement of the classroom instruction. In summarizing, considerable research on teacher evaluation, Kukic (1985, p. 4) writes, "The primary purpose for evaluating teacher effectiveness is to improve teaching. As previously cited, Sparks (1983) indicates that staff development is one of the most promising ways to improve instruction.

The effectiveness of the link between staff development and staff evaluation is a challenge for administrators and teachers. The strength of a real chain is determined by the strength of the individual links. Similarly, the linkage illustrated in Figure 5 will be no stronger than the strength of the two pictured links, staff development and staff evaluation.

Ideally, the delivery of instruction is determined by the staff evaluation system. The strengths and weaknesses of instruction on an individual and school basis should be identified and staff development designed to modify the instructional program. If an efficient and effective evaluation system is current, then at any time a determination of staff development is a matter of classifying areas of concern so that a relevant inservice program can be established. Subsequent to the inservice experience, the evaluation program produces information relative to the effect of the staff development activity. Depending on the results of the subsequent evaluation, further inservice is designed whether it be in the form of a repeated application of the first or whether different needs are to be met. Staff development and staff evaluation alternate with each other in sequence so that a staff evaluation occurs both before and after the staff development activity.

Some Challenges and Benefits

The accuracy of staff evaluation limits the described ideal program for designing and implementing staff development. There are two reasons for this condition. First, the commitment of staff in effecting staff evaluation with adequate time and training. Second, the science of staff evaluation in most districts is generally not fine-tuned to measure the magnitude of a single staff development activity. Neither of the above is a valid excuse for not linking staff development and staff evaluation together in the goal to improve instruction. The first reason, that of inadequate time and commitment, may often be simply due to the latter commitment.

Goldhamner (1980, p. iii) says there is evidence to suggest that many principals spend less than 15 percent of their time in instructional activities relating to staff development and staff evaluation. McGreal (1983, p. 9) claims that 65 percent of the school districts in the United States operate using a staff evaluation model ("common law") which typically provides very little training of supervisors, high teacher-supervision ratios, and a minimum of accountability commitment. These two authors then suggest models which would turn the emphasis of administrators and teachers toward more effective and successful evaluation procedures. There are testimonies of successful school principals to the effect that when principals commit time and effort toward instructional matters, schools are more effective (Adams, 1986; Monosmith, 1986).

Lack of a sufficiently accurate staff evaluation measurement may be a reason for not linking it to staff development if a staff evaluation system is subjective rather than objective in nature. The state of staff evaluation in quantity and quality is a problem. Information

regarding staff evaluation is not commonly part of the school administrator's used library. Similarly, the share of time an administrator dedicates to staff evaluation is not near as much as that proportion of time dedicated to other duties. In those schools typically identified as "effective schools", administrators and teachers agree on the importance of improvement of instruction as a goal and upon which considerably time must be spent. The principal in effective schools demonstrates leadership--mainly through decisions concerning instruction. In effective schools administrators demand results and commitment. (Behling, 1980).

Basically, teachers and principals in effective schools must be more aware of the status of student achievement and the instructional program than staff members in less effective schools.

There are staff evaluation programs which, if carefully followed, do maintain a closely monitored system for instruction. This monitoring can be interpreted for individual staff members as well as the entire staff (Goldhamner, 1980; Kukic, 1985; Manatt, 1977). There is a commitment of time required for these programs to be effective; but if the purpose for existence of schools is to be achieved, that commitment must be made. In addition, there is reason to believe that given an effective instructional program, there is a reduced amount of time required for dealing with other management demands on staff (Squires, 1983).

Attempting to link staff development and staff evaluation through only accurate objective systems would be discouraging. McGreal (1983) identifies five basic evaluation models, and it is untenable to accept a premise that each of these in the various methos of delivery can identify the relative success of staff development activities. What is possible, however, is to make a deliberate attempt to make some assessment each

time a staff development activity takes place. Although objectivity lends credibility to conclusions, there is a great deal to be learned from information acquired through subjective means.

Subjective information may be acquired through written and oral communication. How staff members feel about staff development can provide helpful information concerning questions as to the perceived value of the staff development activity. For example, knowing that the staff generally feels that an activity was irrelevant would help redirect efforts for future staff development exercises. Conversely, knowing that the staff considered the activity relevant to instructional concerns could mean continuation of the topic or activity either with the same topic or related topics.

A pre- and post-measurement on a subjective basis can be helpful. An example is a questionnaire designed by Kukic (1986) which is given to participants before a staff development activity and again following the activity (SET Survey 1 in Appendix A).

Another survey response form gathers participant evaluation of the inservice following the inservice activity. (See SET Survey 2 in Appendix A).

Other subjective measures of staff development can be rather simple. Yet, the affective level of participants can be tapped and some idea of the relevancy of the inservice activity can be construed. (See sample evaluation forms of inservice workshops in Appendix A.)

The information is subjective and reflects individual feelings concerning the content and format for the staff development activity.

The delivery of the content by the facilitator can influence the responses by staff. If the delivery promotes enthusiasm, then the individual

may tend to lean favorably toward positive responses regarding content and format.

Both administrators and teachers must be sensitive to the potential subjectivity of the data available through use of questionnaires so that a staff activity is not judged effective simply due to enthusiasm in an activity. Some progress toward the acquisition of skills in instruction needs to be made.

Objectivity for development of a staff evaluation program is important. Evaluators' use of information which is not based on identifiable data will be less acceptable or even refuted by staff; and, of course, will have little or no use in the efforts to insure progress in instructional improvement.

McGreal (1983, p. 6), suggests that a supervisor in visiting classrooms should "...be a collector of descriptive data on a pre-determined aspect of the teacher's performance." McGreal points out that use of a concept, Behaviorally Anchored Rating Scales (BARS), has considerable potential for adding reliability and usefulness to the inference act of rating.

Goldhamner (1980, p. 70), to make a point, exaggerates the need for objectively collected data and describes the ultimate in supervisors as "marvelous animals whose eyes, ears, antennae, whiskers, tentacles, barbels, feelers, noses, fingers, mouths, tongues, fins, and other sense organs help them to know what is happening in their surroundings." To further epitomize an ideal supervisor, this enormous data would then be processed by computer and used to recount and interpret what took place in a classroom.

More realistically, Manatt (1977, p. 2,3) suggests that multiple criteria be used to judge effective teaching. Rating scales have been

designed to measure distinct aspects of teacher performance. Some of the advantages of rating scales include:

"(They)

1. are familiar to teachers as well as researchers,
2. are easy to construct and apply,
3. afford a wide range of possible ratings on any one aspect, and
4. conform to a normal distribution about a mean."

A teacher evaluation system designed for minimizing subjectivity and emphasizing data-based information is described by Kukic (1985). The system is identified by the acronym SET which stands for Scales for Effective Teaching. Five characteristics of SET are (p. 7-8):

1. SET is based on effective schoosl literature.
2. SET defines teaching in 14 areas.
3. SET is a Behaviorally Anchored Rating Scale.
4. SET procedures minimize subjectivity in data collection and data analysis.
5. SET contains an internal mechanism for providing feedback for teacher improvement.

The fourteen scales used in SET, the description of the first scale (Learning Outcomes), and the three main forms used in SET are found in Appendix B.

In summary, both objective and subjective information should be obtained regarding the effectiveness of staff development. Objectively based information can be acquired through measures tied to behavior related to desired outcome skills. Subjective information comes from participants' feelings concerning the success of staff development activities.

Linking staff development and staff evaluation collaborates with

suggestions in the Carnegie Forum Report. It can be expected that in a school system where teachers and administrators provide skill analysis and effective attributes for staff development and evaluation, there will be cultivated a sharing attitude. The collegiality aspect referred to in the report will be encouraged with instructional improvement as the goal for any staff development or staff evaluation program. Collegiality occurs when people work together toward the same goal using each other's expertise.

Sparks (1983), identifies the following as relationships existing in effective staff development:

- Strong links between teacher actions and desired student outcomes.
- Administrative support from both the principal and the superintendent.
- The presence of collegiality and an attitude of experimentation where teachers share ideas and try them out.
- A staff development schedule where sessions are spaced rather than lumped into one large session.
- Specific teacher practices help students increase their academic performance scores.
- Classroom management practices can assist in positive student attitudes.

All of these desirable characteristics will be enhanced by securing the linkage between staff development and staff evaluation.

Experiences in One School District

Before sharing information about the progress of Lincoln County School District No. 2 in linking staff development and staff evaluation, a brief description of the school district willbe given. Appendix C

contains some data on student achievement and other comparative data.

Lincoln County School District No. 2 is located in a rural setting. It encompasses the towns of Afton and Cokeville, along with eleven other small towns in Western Wyoming. There is a large geographical area encompassed by the school district, roughly twenty miles wide and one hundred twenty miles long. No cities larger than 20,000 are nearer than one hundred miles. The mountains surround two major valleys giving rise to a degree of seclusion--both socially and geographically.

The present enrollment of the district is 2,500 students with 176 professionally certified staff members and 116 non-certified staff members.

The economy mainly depends on agriculture and minerals (coal and oil). The residential areas are situated amidst the farming areas. The mineral resources are located several miles south of the residential areas. Some small business and industry are present. Another contributing portion of the economy depends on revenues from recreation such as hunting, fishing, camping, and tourism.

There are five elementary (K-6) schools in the district; the smallest has an enrollment of 165 and the largest has an enrollment of 505. The secondary schools consist of one (7-12) high school with an enrollment of 135, a (7-8) junior high school with an enrollment of 310, and a (9-12) high school with an enrollment of 550.

There is considerable uniqueness serving in a rural Wyoming school district. Opportunities for involvement are diverse and varied. This is especially true for administrators who generally assume a broad range of duties. Since these affect development of policy and practice, a short narrative of these unique features is described.

Teachers and administrators often have closer relationships with

each other in their personal lives as well as their professional lives. The central administration staff consisting of a superintendent, a curriculum coordinator, and a special education coordinator are known to other professional staff on a casual or first name basis. Here are some implications as far as staff development and staff evaluation is concerned.

First, there is a greater sharing of ideas concerning staff development activities and staff evaluation. Interaction between the building staff and the central administration occurs more often because of the fewer numbers involved and because of the more casual, personal realtionship.

Second, if the central administrative staff is to provide leadership, there is a great need for professional integrity. The central administrative staff do not represent some person remotely assigned in the district offices. The curriculum coordinator does not go to a language arts meeting as some far away consultant. There will be personal and professional encounters subsequent ot a curriculum meeting where accountability to teachers will be on a first name basis.

Third, the central staff must serve as generalists in their assignments rather than specialists. The curriculum coordinator is the leader on the language arts curriculum committee as well as on the mathematics curriculum committee. Further, the coordinator deals with every academic level working with the high school AP history course or the elementary school remedial reading course.

Fourth, when new skills or highly specific skills are involved, it is generally very helpful to invite a consultant to the district. There are some unique problems with this approach. In a rural school district, remoteness means some reduced access to consultants. The consultant is

more likely to come for a single session or at best two or three sessions scheduled for large groups and full days. The large group sessions are known to be less effective than small groups and especially if provided at a single presentation. This means that there must be follow-up sessions through principal inservice for transfer of skill development to occur.

Now, a description of some development phases which seem to have occurred in this district but could very well be descriptive of either the development or present state of staff inservice in other districts.

In the first phase, ten years ago, the planned inservice program consisted of pre-school meetings conducted mainly for business purposes. This is the "business or policy phase." The content of the pre-school meetings seldom have information prepared for the purpose of improving teaching skills per se. There may be a remote relationship to instruction when the discussion or presentation of new or revised policies are made. At times, a previous assignment is given to a teacher or administrator. The assignment could be on an instructional technique but often is simply that of sharing a success story with other staff members.

The second phase of staff development in the district during the past ten years was the "inspirational message" phase. This occurs with the utilization of guest speakers who address the entire staff with an inspirational topic or subject. The guests typically choose some human relations theme with a special emphasis on application to teaching. This serves as a good "kick-off" activity for the beginning of the school year. Staff members can, at least initially, be enthusiastic about the forthcoming school year. Some building principals utilize the inspirational message for a theme throughout the school year. This varies from principal to principal, depending on his/her individual commitment to the guest's

message and the principal's perceived need with his/her staff.

The third phase of staff development is that of "skill development." During various committee meetings with curriculum and administrative groups, topics concerning specific instructional skills are identified as being needed. Some examples may include the teaching of problem solving, creative thinking, use of brain hemisphericity theory in the classroom, questioning skills, and clinical teaching. A common method of initiating the inservice for any of the skill development activities is by having a recognized expert come to the district and conduct training in either large or small group sessions. The duration and frequency of the sessions depend upon the availability of time of the staff and the expert as well as the cost of the activity. The official adopted school calendar limits the time that can be dedicated to inservice activities.

In order to greater maximize the development of a specific skill, continuation can occur through the efforts of building principals or the curriculum coordinator. Short review sessions conducted during faculty or curriculum meetings help reinforce the skills. Those schools experiencing the most success following a particular skill development activity are those where teachers and principals relate successes concerning skill implementation efforts. This involvement is beneficial to those who have tried the skill and to those who may be reticent in uwing the skill on a trial basis.

The fourth phase of staff development is the "linked" phase where it is linked to staff evaluation and coordinated with specific instructional improvement goals. This phase will be discussed further following a description of growth phases in staff evaluation.

Staff evaluation goes through various phases of development as

does the staff inservice. The first phase is the"rule oriented" phase or "perfunctory duty" phase. The practice of staff evaluation is part of the responsibility of the administration, usually by mandate. Rules are made to the effect that a principal will make some kind of evaluation of the teacher's performance. In this phase, there may be little or no classroom observation. The principal who declares, "I can tell who are the good teachers by just walking down the halls!" typlifies this phase in developing staff evaluation. It can easily be seen that this this kind of evaluation is highly subjective and suspect.

The second phase of developing an effective staff evaluation occurs when there is an accepted policy understood by staff and the board concerning evaluation and its purpose. This is the "purposeful policy" phase. Communication in some formal written way adds a dimension of importance and direction to staff evaluation. Not only does the governing board and staff accept the reality of evaluation but the purpose can lend supportive elements. For example, the purpose may include the need for student gains, instructional improvement, and administrative recontracting decisions. The limits of this phase are the availability of technical know-how on the part of staff as to what to look for, how to identify it, how to modify it, and how to build confidence in all staff.

When a staff, both administrators and teachers, recognize the need for more techniques and skills for the delivery of instruction, accurate observation and appropriate feed-back, the next phase of development occurs--that of "goal or systematized" phase. Evaluators, whether administrators or teachers, want to be knowledgeable about the science and art of teaching. In addition, they want to provide assistance to those they evaluate. Goals for changing teaching and administrative behavior

emerges during this phase of staff evaluation. Clinical supervision and teaching become significant models for districts to accept for their evaluation program.

The final phase of staff evaluation is the "linkage phase" where it is designed to inter-relate with staff development in order to reach desired student outcomes. Linkage between staff evaluation and staff development occurs when both are motivated by instructional improvement goals. This means that staff development activities are designed where a collective analysis of individual and group evaluations indicates particular needs. The relative effect of the staff development activities should be identified in follow-up staff evaluations.

For example, in using the staff evaluation program for Lincoln County School District No. 2, there are fourteen different scales for which a five-point rating is made based on data colelcted through observation and interviewing (see Appendix B). Linkage between staff development and staff evaluation could occur rather specifically.

Suppose it is conjectured that district-wide there is a concern about order in classrooms, i.e., classroom discipline. The information may come through various subjective and objective sources. Parental complaints about poor behavior of kids in classes and responses of teachers to the poor behavior could be one source of a subjective nature. Perhaps principals express in district meetings that they have concerns about discipline in their schools and the classrooms. These concerns and observations mean that the instructional is suffering. This becomes the motivation for gathering some evaluation data to suggest ways for a staff development activity.

Objective data could be gathered about the state of classroom discipline

through the use of the scale called classroom discipline. The principals could be asked to provide the ranking of each teacher in their school on the classroom discipline scale. Since the rating is acquired through a data-based rating system, a rating as accurate as possible is available for each teacher. The best information available could then be analyzed on a school and district basis. If the analysis showed a general lack of discipline through a low rating on the scale, a staff development activity could be designed to improve skills in classroom management. Thus, an improvement in instruction is accomplished.

The linkage between staff development and staff evaluation is further strengthened by the method by which the staff development in the aforementioned example is designed. As principals of schools examine the rating scales for their individual staff members, they will discover the ones who are strong in classroom discipline. This provides an excellent opportunity to use these exemplar or "lead teachers" to assist in various collegial ways to improve the instruction. According to the seriousness of the discipline problem, a consultant may be needed to help direct a district or school inservice activity. Perhaps, even an entire program in assertive discipline or precision teaching may be advisable.

Extremely important for the linking relationship between staff development and evaluation to be complete is that an evaluation should follow the inservice activity. The procedure used for the follow-up evaluation should be similar to the evaluation used to determine staff training needs. Information of a subjective and objective kind should be gathered to enable a measure of the effect of the inservice activity. The second evaluation could suggest that further inservice training is needed, or that a variation in the inservice is needed, or that a significant

change has occurred with staff.

Summary

Two of the most important functions that take place in school districts are staff development and staff evaluation. These two functions need to be considered as priority concerns for all persons connected with education. Staff development and staff evaluation should be particularly important in the list of responsibilities assumed by administrators.

The relationship between staff development and staff evaluation is more than two functions with some common occurring administrative activities. Although it is conceivable that one of these functions is driven or motivated by the other, a better relationship is that the two are linked through the goal that both should increase the effectiveness of instruction.

Anytime any staff development activity occurs in a school, there should be some evaluation of staff to determine the relative effect of the activity.

Also, anytime staff evaluation is being carried out, there should be observations and generalizations made about the staff development potentialities in order to improve the instruction.

There are various phases which staff evaluation and staff development goes through as a district or school attempts to improve. These phases often begin with relatively little linkage between the two functions. The more developed phases of staff development and staff evaluation use both subjective and objective information to establish linkage. The linkage between the staff development and staff evaluation determines the strength between teaching and learning--the essence of the instructional program.

APPENDICES

A - (Yellow) - Sample Inservice Evaluation Forms

B - (Blue) - SET - Lincoln County School District No. 2 Staff Evaluation

C - (Green) - Some Data on Lincoln County School District No. 2

SET SURVEY 1
(SET)

Job Title:_____ Last six digits of SSN:_____

Grade Level(s):_____

If secondary, subject:_____

For teachers -
For how many years have you taught?____

For administrators -
For how many years have you been an administrator?____

Please rank the following items relative to the SET evaluation system:

To what extent are the following items descriptive of the SET evaluation system?

Please use the following scale for your ratings:

5 - Extremely descriptive
4 - Very descriptive
3 - Descriptive
2 - Not very descriptive
1 - Not descriptive

1. It supplies information for needed changes in teaching.	5	4	3	2	1
2. It promotes identification of teacher inservice needs.	5	4	3	2	1
3. It improves teacher-teacher interaction.	5	4	3	2	1
4. It improves teacher-principal interaction.	5	4	3	2	1
5. It improves teacher-student interaction.	5	4	3	2	1
6. It improves teacher-parent interaction.	5	4	3	2	1
7. It is a valid measure of teacher effectiveness. (It measures what it says it measures.)	5	4	3	2	1
8. It is a reliable measure of teacher effectiveness. (It allows for consistent ratings.)	5	4	3	2	1
9. It is a complete definition of teacher effectiveness.	5	4	3	2	1
10. It is useful for making hiring decisions.	5	4	3	2	1
11. It is useful for making termination decisions.	5	4	3	2	1
12. It is subjective.	5	4	3	2	1
13. It is objective.	5	4	3	2	1
14. It is ambiguous.	5	4	3	2	1
15. It is non-ambiguous.	5	4	3	2	1
16. It is fair.	5	4	3	2	1
17. It provides the basis for an appropriate attitude toward evaluation.	5	4	3	2	1
18. As an evaluation model, it is complementary to the district's desired purpose for evaluation.	5	4	3	2	1
19. It allows for the separation of administrative and supervisory behavior.	5	4	3	2	1
20. It makes goal setting the major activity of evaluation.	5	4	3	2	1
21. It defines teaching with a narrowed focus.	5	4	3	2	1
22. It provides for improved classroom observation skills.	5	4	3	2	1
23. It provides a training program complementary to the					

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SET SURVEY I
(IDEAL SYSTEM)

Job Title:_____ Last six digits of SSN:_____

Grade Level(s):_____

If secondary, subject:_____

For teachers -
For how many years have you taught?____

For administrators -
For how many years have you been an administrator?____

Please rank the following items relative to your opinion about the ideal teacher evaluation system:

How desirable is it that your concept of the ideal teacher evaluation system address the following items?

Please use the following scale for your ratings:

5 - Extremely desirable
4 - Very desirable
3 - Desirable
2 - Not very desirable
1 - Not desirable

1. It supplies information for needed changes in teaching.	5	4	3	2	1
2. It promotes identification of teacher inservice needs.	5	4	3	2	1
3. It improves teacher-teacher interaction.	5	4	3	2	1
4. It improves teacher-principal interaction.	5	4	3	2	1
5. It improves teacher-student interaction.	5	4	3	2	1
6. It improves teacher-parent interaction.	5	4	3	2	1
7. It is a valid measure of teacher effectiveness. (It measures what it says it measures.)	5	4	3	2	1
8. It is a reliable measure of teacher effectiveness. (It allows for consistent ratings.)	5	4	3	2	1
9. It is a complete definition of teacher effectiveness.	5	4	3	2	1
10. It is useful for making hiring decisions.	5	4	3	2	1
11. It is useful for making termination decisions.	5	4	3	2	1
12. It is subjective.	5	4	3	2	1
13. It is objective.	5	4	3	2	1
14. It is ambiguous.	5	4	3	2	1
15. It is non-ambiguous.	5	4	3	2	1
16. It is fair.	5	4	3	2	1
17. It provides the basis for an appropriate attitude toward evaluation.	5	4	3	2	1
18. As an evaluation model, it is complementary to the district's desired purpose for evaluation.	5	4	3	2	1
19. It allows for the separation of administrative and supervisory behavior.	5	4	3	2	1
20. It makes goal setting the major activity of evaluation.	5	4	3	2	1
21. It defines teaching with a narrowed focus.	5	4	3	2	1
22. It provides for improved classroom observation skills.	5	4	3	2	1
23. It provides a training program complementary to the evaluation system.	5	4	3	2	1

THANK YOU!

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SET SURVEY 1
(PRESENT SYSTEM)

Job Title:_____ Last six digits of SSN:_____

Grade Level(s):_____

If secondary, subject:_____

For teachers -
For how many years have you taught?____

For administrators -
For how many years have you been an administrator?____

Please rank the following items relative to your present teacher evaluation system:

To what extent are the following items descriptive of your present teacher evaluation system?

Please use the following scale for your ratings:

5 - Extremely descriptive
4 - Very descriptive
3 - Descriptive
2 - Not very descriptive
1 - Not descriptive

1. It supplies information for needed changes in teaching.	5	4	3	2	1
2. It promotes identification of teacher inservice needs.	5	4	3	2	1
3. It improves teacher-teacher interaction.	5	4	3	2	1
4. It improves teacher-principal interaction.	5	4	3	2	1
5. It improves teacher-student interaction.	5	4	3	2	1
6. It improves teacher-parent interaction.	5	4	3	2	1
7. It is a valid measure of teacher effectiveness. (It measures what it says it measures.)	5	4	3	2	1
8. It is a reliable measure of teacher effectiveness. (It allows for consistent ratings.)	5	4	3	2	1
9. It is a complete definition of teacher effectiveness.	5	4	3	2	1
10. It is useful for making hiring decisions.	5	4	3	2	1
11. It is useful for making termination decisions.	5	4	3	2	1
12. It is subjective.	5	4	3	2	1
13. It is objective.	5	4	3	2	1
14. It is ambiguous.	5	4	3	2	1
15. It is non-ambiguous.	5	4	3	2	1
16. It is fair.	5	4	3	2	1
17. It provides the basis for an appropriate attitude toward evaluation.	5	4	3	2	1
18. As an evaluation model, it is complementary to the district's desired purpose for evaluation.	5	4	3	2	1
19. It allows for the separation of administrative and supervisory behavior.	5	4	3	2	1
20. It makes goal setting the major activity of evaluation.	5	4	3	2	1
21. It defines teaching with a narrowed focus.	5	4	3	2	1
22. It provides for improved classroom observation skills.	5	4	3	2	1
23. It provides a training program complementary to the evaluation system.	5	4	3	2	1

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SET SURVEY 2
(TEACHER EDITION)

Job Title:_____ Last six digits of SSN:_____

Grade Level(s):_____

If secondary, subject:_____

For how many years have you taught?____

Please answer the following questions:

Did the implementation of SET help you to improve your teaching? YES or NO

If NO, why not?

If YES, in what ways did you improve your teaching?

If YES, to what degree did the following aspects of SET implementation help you to improve your teaching?

Use the following scale for your ratings:

5 - Extremely helpful
4 - Very helpful
3 - Helpful
2 - Not very helpful
1 - Not helpful

1. The Inservice	5	4	3	2	1
2. SET Pre-observation	5	4	3	2	1
3. SET Observation	5	4	3	2	1
4. SET Interview on Out of Classroom Scales	5	4	3	2	1
5. SET Profile	5	4	3	2	1
6. SET Counseling	5	4	3	2	1
7. Goal SETting Form	5	4	3	2	1

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SET SURVEY 2
(ADMINISTRATOR EDITION)

Job Title:_____ Last six digits of SSN:_____

Grade Level(s):_____

If secondary, subject:_____

For how many years have you been an administrator?____

Please answer the following questions:

Did the implementation of SET help you to improve your evaluation responsibilities? YES or NO

If NO, why not?

If YES, in what ways did you improve your evaluation responsibilities?

Did the implementation of SET help you to improve your supervision responsibilities? YES or NO

If NO, why not?

If YES, in what ways did you improve your supervision responsibilities?

If you answered YES to one or both of the above questions, to what degree did the following aspects of SET implementation help you to improve your evaluation and/or supervision responsibilities?

Use the following scale for your ratings:

5 - Extremely helpful
4 - Very helpful
3 - Helpful
2 - Not very helpful
1 - Not helpful

	EVALUATION	SUPERVISION
1. The Inservice	5 4 3 2 1	5 4 3 2 1
2. SET Pre-observation	5 4 3 2 1	5 4 3 2 1
3. SET Observation	5 4 3 2 1	5 4 3 2 1
4. SET Interview on Out of Classroom Scales	5 4 3 2 1	5 4 3 2 1
5. SET Profile	5 4 3 2 1	5 4 3 2 1
6. SET Counseling	5 4 3 2 1	5 4 3 2 1
7. Goal SETting Form	5 4 3 2 1	5 4 3 2 1

LINCOLN COUNTY SCHOOL DISTRICT NO. 2
Afton, WY 83110

EVALUATION OF THE ELEMENTARY SCIENCE INSERVICE

Please rate your reaction to aspects of the elementary science inservice:

	Strongly Disagree				Wholeheartedly Agree
1. The sessions were scheduled conveniently:	1	2	3	4	5
Comments: _____					
2. The inservice accomplished its purposes: to remind us of effective instructional techniques and to create enthusiasm for teaching the elementary science program:	1	2	3	4	5
Comments: _____					
3. The classroom demonstration sessions with Dr. Daugs were effective:	1	2	3	4	5
Comments: _____					
4. The sharing sessions with fellow teachers were beneficial:	1	2	3	4	5
Comments: _____					
5. Science is a way of reinforcing basic skill (reading, writing, math) instruction:	1	2	3	4	5
Comments: _____					
6. Science is an effective way to teach observation, describing, organization, categorization, creativity, problem solving, research, cooperative processes:	1	2	3	4	5
Comments: _____					

EVALUATION OF INSERVICE WORKSHOP
May 31 - June 1, 1984

Please respond to the following regarding the inservice on Supervision and Evaluation presented by Erlene Minton.

1. Relevance of the inservice to my teaching assignment.

   HIGH LOW NONE

2. Overall rating of the inservice.

   EXCELLENT GOOD FAIR POOR

3. What specific ideas do you plan to implement?

4. Would you favor a similar schedule for some future inservice programs; i.e., the program follows closing school with a modified extension of contract?

   YES NO

   Comments:

5. Suggestions regarding any future inservice program of this nature.

Statement of Philosophy

Evaluation is based on the premise that teaching is dynamic in nature. Hence the process of evaluation should be ongoing and evolving.

The purposes of evaluation are to improve instruction and to reach administrative decisions concerning recontracting.

SCALE TITLES

1. LEARNING OUTCOMES
2. UTILIZATION OF INSTRUCTIONAL MEDIA/MATERIALS
3. INSTRUCTIONAL TECHNIQUES
4. ACADEMIC LEARNING TIME/STUDENT INVOLVEMENT
5. POSITIVE REINFORCEMENT OF STUDENT ACADEMIC RESPONSES
6. CORRECTION OF STUDENT ACADEMIC RESPONSES
7. CLASSROOM DISCIPLINE
8. INSTRUCTIONAL STYLE
9. INSTRUCTIONAL EFFICIENCY
10. MONITORING OF STUDENT PROGRESS
11. COMMUNICATION
12. TEAMWORK
13. ORGANIZATIONAL COMMITMENT
14. PROFESSIONAL DEVELOPMENT

SCALE 1: LEARNING OUTCOMES

RATIONALE: Goodlad (1984) states that "the most effective classrooms may be those in which teachers succeed in creating commonly shared goals and individuals cooperate in ensuring each person's success in achieving them" (p. 108). Learning outcomes, that is, what the teacher expects the student to be able to do, should be clearly defined, stated, validated, and sequenced. The specific outcomes should also include acceptable standards of performance so that measurement of student progress can occur. When students clearly understand what is expected of them and when teacher expectations are high, there is a positive correlation with actual student achievement.

BEHAVIORAL STATEMENTS:

T. Communicates measurable learning outcomes; checks to determine that students understand expectations; responds appropriately to feedback.

E. Communicates measurable learning outcomes; checks to determine that students understand expectations.

A. Communicates measurable learning outcomes.

C. Communicates learning outcomes which are not measurable.

H. Conducts classroom activities without communicating learning outcomes.

SAMPLE INDICATORS:

* statements of learning outcomes
* clarity of statements
* questions used to check understanding of outcomes
* responses to student questions regarding learning outcomes
* measurability of outcomes

Lincoln County School District No. 2
Afton, Wyoming 83110

SET
Pre-observation Form

Teacher _____

Observer _____

Observation Date _____

Observation Time _____

Specific outcomes for lesson to be observed.

Students with unique and/or problematic behavior patterns?

Other special considerations (i.e., where are you in the course of study).

Where should observer sit?

Lincoln County School District No. 2
Afton, Wyoming 83110
SET
Data and Profile Form

Teacher_____ Evaluation#_____

Observer_____ Date_____ Time_____to_

1. Learning Outcomes	2. Utilization of Instructional Material
3. Instructional Techniques	4. Academic Learning Time
5. Positive Reinforcement of Response	6. Correction
7. Classroom Discipline	8. Instructional Style
9. Instructional Efficiency	10. Monitoring Progress

Clarify Observation Data:

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11. Communication	12. Teamwork
13. Organizational Commitment	14. Professional Development

Scales for Effective Teaching

Teaching Profile

Teacher_____ Date_____ Evaluation#_____

Scales	Scale #					
1. Learning Outcomes	1	T	E	A	C	H
2. Util. of Inst. Mat.	2	T	E	A	C	H
3. Inst. Techniques	3	T	E	A	C	H
4. Acad. Learning Time	4	T	E	A	C	H
5. Pos. Reinf. of Resp.	5	T	E	A	C	H
6. Correction	6	T	E	A	C	H
7. Class. Discipline	7	T	E	A	C	H
8. Instruct. Style	8	T	E	A	C	H
9. Instruct. Effic.	9	T	E	A	C	H
10. Monitoring Progress	10	T	E	A	C	H
11. Communication	11	T	E	A	C	H
12. Teamwork	12	T	E	A	C	H
13. Organiz. Commitment	13	T	E	A	C	H
14. Professional Develop.	14	T	E	A	C	H

Lincoln County School District No. 2
Afton, Wyoming 83110

Goal SETting Form

cale (1)	Target Rating (2)	Target Behavioral Statement (3)	Activities for Improvement (4)	Observatio Date (5

Signature _____
Position _____
Date _____

Signature _____
Position _____
Date _____

GENERAL FUND

Projected 1986-87 Expenditures

By Program

Instruction	$7,495,000
Instructional Support	790,000
General Support	4,152,049
Community Support	35,000
Capital Outlay	1,700,000
Cash Reserve	700,000
Total	**$14,872,049**

Projected 1986-87 Revenue

Local	$3,086,691
County	1,318,871
State	7,090,860
Federal	7,500
Carry over from 1985-86	3,368,127
Total	**$14,872,049**

Bond indebtedness	$4,700,000
Percent of bonding capacity	52%

School tax Levies	
State, County, and Local	43.00 mills
Bond and Interest	6.54 mills
Assessed Valuation	$89,879,310

($18,452,226 or 21% of the total assessed valuation is from real property and the remainder of 79% is from mineral production, utilities, industrial plants, etc.)

HOW OUR SCHOOL DISTRICT RANKS WITH 49 OTHER SCHOOL DISTRICTS IN WYOMING ON SELECTED STATISTICS.*

Statistic		Rank	Average
Total School Mill Levy	49.542 mills	23rd	45.[illegible]0 mills
Enrollment 1984-85 ADM	2,409	12th	2[illegible]4
Assessed Valuation	$91,789,700	15th	$171,[illegible]7,282
Valuation per average daily membership	$38,047	20th	$ 3,772
General Fund Operating Cost per average daily membership (1984-85)	$4,132	42nd	$4,662
Base Teachers Salary (1985-86)**	$19,000	10th	[illegible]8,665
Pupils/teacher	18.1	9th	16.3

*Since state comparative data is one year behind a[illegible]urrent year, these statistics are based on 1985-86 figur[illegible], unless otherwise indicated.

**Base Salary for 1986-87 is $19,050

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LINCOLN COUNTY SCHOOL DISTRICT NO. 2
Afton, Wyoming 83110

CHART #1

SUMMARY OF CTBS TEST RESULTS - 1986 (National Percentile)

Grade	Word Attack	Rdg. Vocab.	Rdg. Comp.	Rdg. Total	Spel.	Lang. Mech.	Lang. Exp.	Lang. Total	Math Comp	Math C&A	Math Total	Total Batt.	Ref.	Sci.	Soc. St.
1.7	65	70	71	69			73		61	82	71				
2.7	66	76	75	75	57	80	73	76	70	81	79	75		84	76
3.7	67	69	64	66	66	71	72	71	81	80	81	73		72	78
4.7		71	73	71	60	68	78	73	77	76	74	72	58	69	74
5.7		69	70	73	60	76	68	77	89	73	83	75	72	77	75
6.7		74	70	74	69	74	74	78	88	74	82	79	74	74	77
7.7		67	68	69	61	62	72	66	77	73	73	68	67	70	66
8.7		76	70	74	68	68	75	71	73	70	71	71	74	79	73
9.7		65	55	62	66	59	56	61	75	57	68	64	57	61	68
10.7		58	44	54	54	40	50	46	55	53	57	53	40	56	58

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Star Valley High School ACT

Year	English	Math	Social Studies	Science	Composition
1985-86	20.97	17.7	18.3	24.2	20.5
1984-85	18.6	15.7	17.5	21.9	18.6
1983-84	19.0	15.6	18.1	22.4	18.9
1982-83	19.9	16.7	18.6	22.4	19.5
1981-82	18.9	15.7	18.3	21.6	18.8
1980-81	19.2	16.9	18.3	22.0	19.2
1979-80	19.6	16.9	18.0	21.9	19.2
1978-79	18.3	15.3	17.4	22.2	18.5
1977-78	18.2	16.5	17.4	23.0	19.0
1976-77	17.9	15.5	16.3	22.0	18.0
1975-76	17.2	17.2	16.8	21.8	18.4
1974-75	18.1	19.7	18.7	23.3	20.0
1973-74	17.2	18.6	15.4	20.6	18.1
1972-73	18.7	19.8	18.7	22.1	20.0
1971-72	18.7	20.7	18.4	22.3	20.1
1970-71	18.0	18.5	17.7	20.8	18.9

National ACT

1972-73	17.9	18.3	18.1	20.8	18.9
1982-83	17.8	16.9	17.1	20.9	18.3
1984-85	18.1	17.2	17.4	21.2	18.6

Wyoming ACT

1984-85	18.3	18.1	18.0	22.5	19.4

MATH CRITERION TEST - 1978-1986

PERCENT OF STUDENTS WHO MET THE 80% CRITERION

Grade

80% Criterion)	# Order	Place Value	2-3 digit +	1 digit -	×	÷ money	Time	Frac.	Story Prob	Timed +	Timed −		Total %		%
	16/20	13/15	8/10	8/10	40/50	5/6	14/12	5/7	6/8	24/30	24/30		/180		
1978	96.0	88.0	93.0	68.0	100	89.0	80.0	83.0	80.0				88.5		
1979	91.5	94.4	92.3	65.5	92.3	90.8	65.5	97.2	52.1	79.6	50.7		81.7		
1980	96.6	98.6	93.2	75.7	93.9	93.9	75.7	95.3	60.5	89.2	82.4		87.8		
1981	97.0	94.5	96.3	85.0	97.0	94.0	74.8	97.7	72.5	97.7	83.7		90.0		
1982	95.0	92.0	95.0	91.0	99.0	94.0	82.0	99.0	81.0	97.0	97.0		98.0		
1983	97.5	97.5	95.5	88.4	97.5	95.5	89.7	98.7	79.4	97.5	92.4		97.5		
1984	98.0	98.0	96.0	87.0	98.0	97.0	91.0	97.0	86.0	99.0	95.0		98.0		
1985	98.9	96.9	96.4	91.2	96.9	93.3	86.5	98.4	87.6	98.4	95.3		98.9		
1986	98.4	96.9	96.4	88.0	97.9	93.2	87.5	98.4	83.3	97.4	93.2		96.4		

th Grade 7 8

(80% Criterion)	Place Value	×	Money	÷	Recog. Frac.	+ Frac.	− whole#		Story Prob		Total %			Timed +	
	8/10	8/10	8/10	8/10	8/10	8/10	8/10		14/20		/90			80/100	
1978	76.5	69.0	66.0	48.0	75.0	92.0			41.0		70.0			80.0	
1979	82.6	67.4	83.3	60.1	85.5	95.7			37.7		74.6			84.0	
1980	87.7	86.4	87.7	68.8	86.4	98.1			58.8		70.8			83.0	
1981	79.6	75.0	82.2	53.9	90.8	96.7			50.0		78.0			78.0	
1982	86.0	84.9	82.0	75.0	94.0	96.0	95.0		60.0		74.0			84.0	
1983	89.0	77.4	88.4	78.7	94.8	97.4	98.1		68.4		68.4			91.0	
1984	94.0	86.0	85.0	80.0	96.0	94.0	96.0		60.0		80.0			72.0	
1985	80.5	75.9	86.8	73.0	94.8	91.9	88.5		57.5		73.0			67.8	
1986	86.6	78.2	84.9	74.9	97.2	96.6	88.3		71.5		81.6			72.1	

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